

ROCK TALISMAN

Objectives:

Children will know: Children will learn about traditional talimans.

Children will do: Children will search for different rocks to make their own talismans.

Essential Questions:

- What are talismans?
- How do we make our own talisman?

Standards:

- L10. Follows directions.
- L14. Recalls people, places, objects and experiences and makes connections.
- M6. Sorts and groups objects.
- SSC3. Asks questions and finds answers through active exploration of nature.



Promoting Culture Self Assessment:

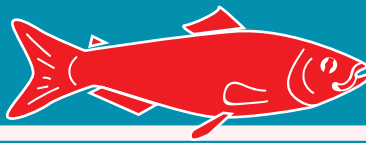
- 1. I display pictures, posters and other materials that reflect the cultures and ethnic backgrounds of children and families served in my early childhood program or setting.
- 6. I encourage and provide opportunities and experiences for children that support Alaska Native culture.

Materials:

- Magnifying Glass
- Spray Bottle
- Muslin Bags
- Picture of Alutiiq talisman
- Markers
- Rocks (gathered outside)

Alaska Native Values:

S Know Who You Are, See Connections, Ties to Our Homeland



Engage

Preparation: Pre-decorate a muslin bag and put some stones or other items you like inside. Be prepared to present this to the class.

Show your decorated talisman bag to the class. "This is a bag filled with items that I found and really like. It has rocks in it that I found outside. Let's take a look at what I found." Show the contents of the bag to the students. Explain why you chose the rocks you did. "These rocks are my talismans. Do you know what a talisman is? People that lived here long ago believed these brought good luck. They would bring them everywhere, especially on hunts and long journeys. Every talisman is different, and you decide what is most special to you. Let's look for rocks that we like for our own special talismans."

Explore:

Activity: 20-30 minutes

Preparation: Find an area that has rocks that students can use to collect for their talismans. See if any volunteers from the community would like to go on this journey with you.

Take students outside. Give them some time to look around and find rocks they would like. Make sure to tell them to find rocks that will be small enough to fit in their bag. Once finished, bring them inside. Have students look and observe the rocks by misting them with a spray bottle and looking at them under a magnifying glass. Tell students to think about why they chose the rocks they did.

Set out art supplies such as paint and markers. Give each student a muslin bag. Instruct students to decorate the bag for their stones. Tell them that this is their talisman bag.

Explain:

"In Alutiiq culture, and many other cultures too, talismans were very important. The Alutiiq word for talisman is "**NAKERNAQ**" (pronounced **NOCK-EH-R-NOCK**) Talismans were used for a bunch of different reasons, sometimes for protection, sometimes for luck, and sometimes to call animals closer. Talismans were often red, tan, or black stones, but could be anything that you thought was special." Show picture of talisman box. "It was very important to take care of your talismans, so people often made boxes or pouches like we did to keep them safe. What do you have in your house that is special? Do you have any good luck charms?" Have students talk about why they chose the talismans they did.

Center Set Up:

Whole Group:

Display essential questions. Display a talisman bag you created with a variety of talisman rocks you found. Allow students to look at your talisman bag and rocks.

Sensory Play:

Set out a variety of rocks in kinetic sand. Allow students to search for rocks within the kinetic sand.

Dramatic Art and Play:

Set out a large piece of paper and paint. Have students collect some rocks, dip them in paint, and make rock prints on the paper.

EVALUATION

Emerging:

Student does not participate.

Developing:

Student participates in discussion but does not complete activity.

Proficient:

Student participates in discussion and both activities.

Advanced:

Student participates in discussion, activities, and shares a story.

